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ABSTRACT

This guide is designed as a training tool for volunteers participating in the Volunteers in Tutoring Adult Learners (VITAL) program. Developed by the staff at the Monroe County Public Library in Bloomington, Indiana, VITAL is an adult literacy program that is based on active cooperation between program trainers and volunteer tutors. Various instructional resources are provided in the guide, including a list of objectives in terms of reading levels, an interest inventory, a discussion of types of "real world" materials, a checklist for selecting materials, instructions for rewriting materials for adult learners, suggestions for introducing new words and using language experience stories, discussions of patterns in language and comprehension, a list of 220 Dolch basic sight words, an explanation of learning disabilities as they affect reading, guidelines for effective tutoring and planning in a VITAL tutoring program, a sample lesson plan, an English as a Second Language (ESL) reading program, and a bibliography. Appended to the guide are an informal reading inventory, a general educational development (GED) fact sheet, a confidential report and learner profile report form, a workshop agenda, and a VITAL tutor job designation. (MN)

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VITAL GUIDELINES

Tutor Training For An Adult Literacy Program

by

Audrey A. Armstrong

and

Sally P. Hunt

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Volunteers In Tutoring
Adult Learners

VITAL

Monroe County Public Library
Bloomington, Indiana
1982

VITAL (Volunteers in Tutoring Adult Learners) is a component of the Public Library Adult Literacy Program, an LSCA-funded project of the Monroe County Public Library. VITAL is also an affiliate member of Literacy Volunteers of America.

Project Director:	Sarah P. Hunt
Project Coordinator:	Audrey A. Armstrong
Project Assistant:	Nan Hawkins Witcher
Library Director:	Bob Trinkle

Cover designed by Joanne Shank

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INTRODUCTION

In the public libraries of America there has been a long tradition of offering readers educational help as well as encouragement and opportunities for lifelong continuation of learning. Recently libraries have become concerned that a number of community members are not able to receive library service because of the fact that they are either totally or functionally illiterate. Statistics show that one in five Americans cannot read well enough to cope efficiently with the reading demands of everyday life. For them, reading instructions, filling out forms, and understanding any written contract or lease is an impossibility. They cannot read the news, a ballot, or the driver's manual. Without reading ability, these adults cannot know the enjoyment of passing the time with a good book, and they cannot experience the opportunity to gain information through reading any written material in the library or at home. This hinders their ability to consider ideas and vital information fully. They receive only what other people say, which very often limits their ability to make informed choices and develop clear opinions. For many reasons improvement in literacy will benefit an important part of the population.

At Monroe County Public Library a program has been developed to help adults in the local community to gain skill in reading and writing so that they will be able to enjoy library services, be able to cope with everyday situations that require literacy skills, and attempt to reach their own goals. This program is called VITAL (Volunteers in Tutoring Adult Learners). Any library could build a similar program. The tutor-training program prepares volunteers from the community who then meet with adult learners on a one-to-one basis, usually once or twice a week. Several methods of tutoring are introduced during the training, and a collection of specially selected books and learning materials is made available in the library at a location where tutoring takes place. The tutor-learner relationship is of prime importance, and the one-to-one situation is crucial to the success of this remedial tutoring. Encouragement is stressed, as the learner's improvement in self-esteem is found frequently to be a necessary step in unlocking the barriers developed through years of failure in reading, to clear the way for the adult to receive instruction and learn from it.

Volunteers come to the library to complete about fifteen hours of training which is provided without charge by the library and conducted by the VITAL Coordinator. The program includes LIT-TV films, LVA slides and TUTOR, a tutoring techniques book, along with the VITAL Guidelines, examination of materials from the VITAL basic book collection, and practical experience through role playing. Experienced tutors attend the workshops to relate the realities of tutoring and to lend assurance to the new tutors. Volunteers can be men or women, of any age and from any background. If they are good readers, enjoy reading, and want to help someone learn to read, they are eligible to attend the workshops. Usually this kind of tutoring requires about three hours each week.

Learners may come from any background, but most have at some time dropped out of school. Many have lacked educational opportunity for any

of a variety of reasons, often economic or health-related. Whatever the reason, in most cases the learner is embarrassed and frustrated by his or her inability to read as others do. Confidentiality is important to them, since they often have gone to great lengths to hide their illiteracy problem from others.

The tutor and learner together work out plans for lessons, making them relevant to the everyday life experiences and needs of the learner. Diagnosis of reading level is done by informal means, rather than by standard testing. The emphasis is on insuring that the learner have a successful experience from these tutoring sessions, rather than on trying to fit him or her into a grade level. Whatever skills are lacking will be the basis for lessons. Records of progress are made through the tutor's observation and the learner's comments. As a result of this accepting, non-threatening, individualized process, many learners have reached goals, passed GED tests, entered vocational schools and college, passed driver's tests, earned jobs and promotions, and most of all, become confident, better-informed persons. VITAL Guidelines attempts to provide direction and details for following this program so that learning can be the successful result.

From the beginning, close cooperation has been enjoyed with the local schools and agencies especially those interested in Adult Basis Education programs. Sharing information and training, and making referrals when appropriate, has enabled ABE and VITAL to help more learners than ever before. Resource people from the area have made valuable contributions to the program, most particularly a great deal of welcome assistance has been made available by Dr. Anabel P. Newman, Director of the Reading Practicum Center at Indiana University.

We are grateful for suggestions, guidance, encouragement and support accorded us most generously by many associates in literacy work, and especially to Dr. Anabel Newman, Jean Coleman, Paula Schneiderman, Helen Lyman, Jinx Crouch, Melissa Buckingham, Brenda Gray, Ann McDermott, and Robert Trinkle, Library Director of Monroe County Public Library. Thanks for work well done in the VITAL program, and especially for help with the workshops, is given to Nan Hawkins Witcher, Sue Nolan, Joanne Shank, as staff assistants, and to hundreds of VITAL volunteer tutors.

My own personal thanks is warmly offered to Sally Hunt, who, during the first three years of the program, was the Project Director. I thank her for her vision and determination in seeing that this adult literacy program was established and for her supportive good sense whenever we needed it.

Audrey A. Armstrong
VITAL Coordinator
Monroe County Public Library
Bloomington, Indiana
September, 1982

VITAL GUIDELINES

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VITAL GUIDELINES

Tutor Training For An Adult Literacy Program

MOST ADULTS WHO CAN'T READ OR WRITE

Lack confidence

Have low self-esteem

Have low-status jobs, or no job

Have low income, and financial strain because of that

Blame someone because they haven't learned

Experience frustration, fear, worry, and embarrassment

Can't take care of everyday needs, such as:

writing checks, letters, reports

reading signs, directions, contracts,

applications, labels, instructions

Are necessarily dependent on others to decipher written material

Must depend on clues, tricks, systems, and memory as landmarks

Worry about the consequences of someone finding out --

may lose job, may experience shame

Can't gather important information from newspapers and other sources

in order to make informed decisions

Can't read to young children

Worry that children will have trouble succeeding in school and they

can't help

Have missed a crucial part of early schooling because of extensive

absences from class due to illness, frequent moving, or need to

stay home to work or go out to work because of financial need.

OBJECTIVES IN TERMS OF READING LEVELS

Learners may start at any level of reading ability. To help the learner reach his or her goal, your plan might include the following objectives:

BEGINNING LEVEL

Learn, by sight, basic words important in everyday life and some necessary connecting words.

Learn how sounds blend to form words.

Sound out simple words in patterns.

Learn to read simple sentences.

"NOT BAD" LEVEL

Learn "sounding out" techniques.

Learn relevant words and complex sentences.

Read written version of his or her own experiences.

Read selected short articles related to everyday life and personal interests.

Utilize writing as a reinforcing technique.

"PRETTY GOOD" LEVEL

Read specialized material related to the learner's daily life and interests.

Develop vocabulary and improve word analysis skills.

Improve comprehension.

Accomplish a specific goal (i.e., pass a test for license).

YOU CAN LEARN TO READ BETTER

Reading does not rely on intelligence alone. It is a skill that can be learned through practice. The more one practices, the better one can do it and the faster one can learn to read well. In a supportive way, the tutor can share his or her own experience in learning something new.

The Tutor may say:

"There are things I can do well because I have practiced them a lot. Before I practiced them I could not do them."

Examples are: _____

"What are some of the things you can do well because you have done them a lot?"

Examples: (At work) _____

(At home) _____

(For fun) _____

"There are things I still cannot do because no one has taught me, or because I haven't practiced them."

Examples: _____

"Through practice of the things you learn in the VITAL tutoring sessions, you will soon read better. You will gain skill at reading just as you have become skillful at the things we have listed above."

Encouragement and guidance from the tutor, materials that are interesting and relevant, and practice with a purpose on the part of the learner will combine to lead to the successful attainment of the goal to become a better reader.

INTEREST INVENTORY

Purpose: To gather background information about interests that are relevant to the life experience of the adult learner in order to identify the kinds of subjects that would be stimulating and effective as reading materials.

1. What kind of work do you do?
2. In your spare time, what are your other jobs, hobbies, or pastimes?
 - working on cars
 - sewing or knitting
 - dancing
 - singing, playing a musical instrument
 - drawing or painting
 - cooking
 - taking photographs
 - driving cars
 - making things with tools
 - going for walks
 - fishing
 - hunting
 - trapping
 - other
3. Do you have a pet? What kind?
4. What sports do you like to play?
5. What sports do you like to watch?
6. Do you collect anything?
7. Do you like someone to read to you?
8. Do adventure stories interest you? travel? funny? sad?
9. What movies have you seen?
10. What are your favorite television programs?
11. In school did you enjoy:
 - shop?
 - sewing?
 - music?
 - art?
 - other courses?
12. Have you travelled? Visited other states?
13. Who has encouraged you to learn to read better?
 - family member?
 - friend?
 - children?
 - other?
14. If you could have one wish, what would you wish for?

"REAL WORLD" MATERIALS

This extensive listing of useful kinds of materials is from Literacy and the Nation's Libraries by Helen Huguenor Lyman, ALA, 1977.

"Real world" materials include actual objects, free materials, forms, and reading matter of all types that are used in the everyday affairs of life. These materials may range from newspaper items, signs, grocery labels, packages, and prices to complicated credit forms. The following items are suggestions that are based on what the practical experience of teachers, librarians, and learners has found useful. What is collected will be what is relevant to local needs and what the alert search and imaginative vision of the librarian suggests. Real world materials are available from other agencies and organizations in the community. They may be organized into a collection for consultation purposes or loan.

Community Resources

Library materials and library skills
Applications for library cards
Card or book catalog
Checking out books from library/due date
Dictionary
Encyclopedia
Index
Table of contents
Maps
 (Municipal, State, World)
Medicare forms
Social Security forms
Telephone directory

Transportation

Bus schedules
Stop signs
Maps
 (Road, highway, state maps
 and state names)
Directions for safety
Driver's license
 (driving manual)
License plates
Parking area signs
Road signs
 (Directions: exit signs, north,
 south, etc., road curves, left lane,
 right lane; Road signs: construction
 ahead, stop, etc.; street, avenue,
 drive, road)
Service-station signs and trademarks
Tickets for bus, train, airplane
Traffic tickets
Warning signs

Consumer Economics

Bank checks
Deposit slips
Withdrawal slips
Canned goods labels
Clothing labels
Credit contracts
Directions: in a cafeteria,
 labels on food, on product
 uses, in a plant
Food stamps
Insurance-policy statements
Menus, restaurant bills, fortune
 cookies
Newspaper ads for groceries
Products and packages
Sales catalogs
Sears' and Ward's catalogs
Store/supermarket signs
Want ads: job, purchasing
Warning signs

Forms/Schedules, etc.

Application forms (for example,
 jobs, courses)
Driver's license forms
Income tax forms
Medicaid/Social Security
Racing forms
Baseball schedules
Calendars
Church programs
Railroad schedules
Brochures
Handbooks (union)
Manuals (scouting)
Regulations: hunting/fishing

Forms/Schedules, etc., continued

Instructions: (variety)

Hiking and skiing, games,
cleaning and washing clothes,
plant raising, gardening

Job specifications: for work contracts

Tickets (variety): bus, sports,
entertainment

Want ads

Miscellaneous

Collection of learner-written stories

Collection of poems

Collection of slides (illustrating local
points of interest), signs, storefronts

Comics

Cross-word puzzle magazines

Current song texts

Horoscopes

Human rights: civil rights,
legal rights, women's rights

Motion pictures--notices,
advertising, announcements

Modern plays--notices, adver-
tising

Paintings--exhibition announce-
ments

Political speeches in newspapers
and magazines

Scrapbooks of news or magazine
pictures

Tape recordings of books being
read that can be used as the
reader "follows" the book

Television programs

TV guides

Word recognition: anagrams,
flash cards, greeting cards,
plastic letters, word games,
shopping games

Some Public Library Materials

Library materials and services which may be useful in tutoring adults:

Coupon and Pattern Free Exchange

Large print books and magazines

Special interest magazines

Young adult material

Some materials in Children's Department, especially biographies

Over-sized books

Pamphlet file materials

Mail-order catalog collection (useful in learning to fill out forms)

Career guides

Literacy materials in the regular collection (call number 374.012)

Audiovisual materials: records, films, tapes, art prints (projectors,
tape recorder or camera can be reserved)

Special VITAL collection (VITAL Office and Tutoring Room, Main Floor)

CHECKLIST FOR SELECTING MATERIALS
FOR ADULTS WHO ARE LEARNING TO READ

All material should be appropriate for an adult who is not familiar with the written word.

Critical points to consider:

1. Interest level -- should be adult in content
should have adult illustration.
2. Format -- size of type
simplicity of type -- well-spaced, uncluttered letters
spacing on page -- arranged in brief groups with frequent
heading and illustrations.
3. Length of passage -- short.
4. Sentence structure -- simple.
5. Average number of syllables.
6. Frequency of basic words.
7. Vocabulary -- meaningful in everyday life
suited to the interest of the learner.

Avoid or use caution in dealing with:

1. Child-oriented text and illustrations.
2. "Highbrow" slant.
3. Concepts that are too abstract.
4. Too many foreign words or complicated proper names.
5. Emotionally loaded materials.
6. Negative, defeatist materials.

It is very important to select material that has relevance to the life experience of the adult learner. When necessary rewrite passages so that reading material of interest to the learner can become available for reading at an appropriate level.

HOW TO REWRITE MATERIALS FOR ADULT LEARNERS

This project may involve either the tutor alone, the tutor and learner together, or several tutors working together to produce readable material with a strong appeal and good purpose.

I. Need for Rewriting Materials

- A. To give adult learners materials of interest written on their reading levels.
- B. To provide material on topics in which easier material is not available.
- C. To develop a reading interest for an adult learner by using material which appeals to his maturity but does not introduce too many difficult words or concepts.
- D. To provide reading materials on a subject for which there is no current reading material--e.g., an election, Olympic games.
- E. To review vocabulary which has been introduced in the tutoring session and to enlarge or extend information about a topic which especially interests the new reader.

II. Procedure for Rewriting Materials

- A. Look over published materials written on your learner's reading level. Try to get the "feel" of this reading level. (Observe good and bad examples of rewritten classics.)
- B. Read the selection which is to be written. Read it several times if necessary to get the main ideas and the important supporting details.
- C. Lay the selection aside and rewrite it in your own words.
- D. Attempt to rewrite the materials on a level at least one full year below the learner's present reading level. (Adults have a tendency to write at a fairly sophisticated level.)
- E. Check the vocabulary in the rewritten story against a frequency list. (Introduce not more than 5 new words--one word in 20 could be a new word.)
- F. Check the general sentence structure for simplicity.

- G. Make any changes necessary.
- H. The selection should be typed or printed in manuscript.
It should appear in a style similar to that of a book.
- I. Use the same general procedure for writing original stories.

III. Cautions for Rewriting Materials

- A. Practice rewriting materials. At first it may seem difficult and time-consuming. However, it is a valuable remedial procedure. One gets better at it through practice.
- B. Avoid paraphrasing the words of a selection. This results in a "lifeless" revision.
- C. Avoid making the rewritten selection merely a factual, encyclopedia-type article. The details often provide interest and meaning in an article.

INTRODUCING NEW WORDS

One method to use to help a learner become familiar with new words is: introduce a word, make up a sentence using the word, write the sentence on the board or paper, and underline the word that is to be learned.

The tutor may take the word from context and write it on the board, or paper. The learner traces the word with chalk, or pencil, while the tutor says the sound of the letters.

Next the learner does both tasks: he traces the word and says the sound of the letters in the word. The word is repeated before and after he traces it.

The learner should be able to turn away from the chalkboard, or cover the paper, and spell the word before proceeding. If he can't, the complete process is repeated again, until the learner establishes a visual image of the word.

The word may be pronounced by sounds as well as letters as an alternate learning procedure.

Supplementary Methods:

1. Help the learner fill in missing letters.
Example: be_ore
 h_lp
2. Look through newspaper articles letting the learner circle the words he has learned from the Dolch list.
3. While looking at pictures, associate as many Dolch words as possible with the pictures.
4. Color code the part or parts of a word that might be hard for the learner to pronounce or spell.
5. The learner may wish to tape the sentences he has made using the Dolch words.
6. The learner may want to copy the words he has learned from television commercials or from the TV Guide or other magazines of interest to him.

220 DOLCH BASIC SIGHT WORDS

Group 1		Group 2		Group 3	
a	on	are	it	away	red
at	out	as	its	be	saw
get	ride	by	know	big	see
has	soon	call	may	down	stop
him	ten	did	one	five	that
in	the	fast	run	fly	they
into	two	find	so	no	this
jump	up	go	three	of	to
little	was	he	too	put	we
me	what	her	yes	ran	you
Group 4		Group 5		Group 6	
after	I	an	help	all	sit
am	if	and	here	around	thank
blue	like	black	his	don't	then
came	look	brown	she	eat	there
can	not	but	same	from	us
cold	old	do	under	give	want
come	over	going	went	is	when
for	play	good	with	make	where
funny	will	green	yellow	my	would
had	who	have	your	said	write
Group 7		Group 8		Group 9	
ask	once	about	never	again	many
best	own	ate	only	because	new
clean	read	better	pick	both	open
draw	shall	could	right	carry	please
far	small	drink	show	cut	round
gave	them	first	start	found	sing
hot	today	goes	these	got	take
kind	very	how	together	hurt	try
long	were	laugh	walk	let	warm
myself	work	made	which	eight	white
Group 10		Group 11			
always	now	any	off		
been	or	before	our		
bring	pretty	buy	pull		
does	say	done	seven		
every	six	fall	sleep		
four	tell	full	their		
grow	think	hold	those		
just	upon	keep	use		
light	wash	live	well		
much	why	must	wish		

HOW TO USE THE LANGUAGE EXPERIENCE STORY

To help a learner find material that will appeal strongly, the first step is to use relevant words and ideas, those that have personal meaning to the learner. The Language Experience Story approach is ideally suited for this purpose. In this kind of story, the learner shares with the tutor a personal experience or idea using words already familiar in his or her speaking vocabulary. The next step is to move these familiar words into the reading vocabulary.

The tutor writes down the story in the words spoken by the learner, keeping sentences short and simple if possible. The tutor reviews the information to make sure it is correct and that nothing important is missed or left out. Then the story is read back. How that is done is determined by the level of reading skill -- either the learner reads it alone or the tutor will read it with the learner following along.

To use the Language Experience Story as a learning tool, several approaches can be tried. The tutor can underline words of special significance to the learner. These might include names of family members or other people and places mentioned or words relating to work or some personal interest of the learner. Another possibility is to select all the sight words, or to identify all the words following a certain pattern which might be the focus of the particular lesson for the day. An example might be all words ending with -en.

After selecting words to be featured as study words, a lesson can be developed around them. Each word can be printed on a separate card for use as flash cards; phonic elements can be studied; other words with the same beginnings or endings can be related in patterns; substitutions of the words in other sentences can be tried.

Following study and practice of these key words, the learner and tutor can return to the complete story to repeat the reading together. With the familiarity of the newly learned words it will seem more meaningful and improved reading will result. This is a good opportunity for the learner to experience success quickly. Increased motivation should be the result.

An experience story can be used over again for different kinds of lessons as long as it remains of interest. It can be put into a folder or booklet to be part of a collection of work built up by the new reader. It can be referred to again at later stages in the learner's development whenever it would be appropriate and useful.

New experience stories can be written at any time. They can be useful as a means for the learner to relate experiences in the past and the present. Often this leads to the ability to write in a diary or compose a letter, which enables the learner to express himself in the written word. As the learner develops skill in reading and writing the experience story approach will be helpful in many ways.

MY LANGUAGE EXPERIENCE STORY

By A. Learner

I was born on a farm in Indiana. There were eight children in the family. I was the oldest. I often stayed home to help in the fields.

The school I went to was in one room. All the grades had lessons there. It was pretty noisy, sometimes.

There was a big stove to keep the room warm. Some of us helped chop the wood for the stove.

I left school when I was nine, to help at home, and I never went back.

PATTERNS IN LANGUAGE

The adult learner has an advantage in reading readiness that a child might not have. He brings to the task of learning a lifetime of experiences and the spoken vocabulary he has already developed.

To be an effective tutor, it is important to recognize and utilize the learner's patterns in language.

Consider:

1. Patterns you see in words: similar sounds
similar endings
similar root words
2. Patterns you see in sentences: subject
verb of action
verb of being
other predicate words that complete the thought
3. Patterns you see in paragraphs: topic sentences
development of an idea
arrangement in sequence
4. Patterns you see in oral language: simple or complex
halting or flowing style
basic or colorful vocabulary

Work with the patterns of language the learner has. Do not try to change or "correct" what may seem to be substandard English. The fine points of working on grammar may come later if and when it becomes a goal for the learner.

Keep your eye on the goal of teaching the learner to learn to read.

COMPREHENSION

As your learner begins to read, you may find that, besides needing help on the techniques of word attack, he or she may need to work on comprehension. The learner may need to stimulate his intellect and exercise it in order to get the full and correct message from the written word. Often more is involved than the literal meaning. Perhaps the sequence of events is crucial to accurately understand it. Sometimes personal problems intrude to block the reader's concentration.

Some areas to check on are:

1. Attention Skills -- The learner must develop the ability to attend to words of others, spoken or written, and follow their meaning.
2. Recollection Skills -- The learner must attend at the moment, and then have the ability to recall and retrieve the information.
3. Related Skills -- Helpful, also, are the skills of taking notes (mentally or on paper); the ability to memorize; and the ability to summarize.
4. Inference Skills -- To get the complete meaning often requires the ability to draw inferences, "put two and two together," and arrive at a conclusion.
5. Interpretation Ability -- Put together inferences and structural clues, then note tone, focus, and emphasis. Develop a sensitivity to word choice, patterns, symmetry and form. These represent important elements in the author's attempt to communicate with the reader.
6. Critical Assessment -- Writing assignments allow the learner a chance to produce an informal evaluation of the reading material. Discussion and dramatization may work even better as a cross-commentary to test the implication of statements and promote fuller comprehension of the message.

Encourage your learner to restate the message in his or her own words. When the learner relies on past experiences to relate new information it becomes meaningful.

Think of reading as a sharing of ideas and thoughts between the writer and the reader. In the idea-sharing process we understand what the writer means to relate just as we understand what a conversation partner means to relate.

What we read is telling us something.

1. The words may have a literal meaning.
2. What meaning is also inferred?
3. How do they relate to what you already know?

Example:

You are invited to a Thanksgiving dinner at your grandmother's house.

This statement suggests:

1. A family group will gather in a celebration setting.
2. You can expect conversation with people you know but haven't seen lately.
3. There will be lots of delicious food.
4. There is a promise of a full tummy and a sleepy feeling after dinner.

Also, it further brings to mind:

In the past we've met for dinners of this sort.

Aunt _____ usually

Uncle _____ may

_____ and _____ will probably announce (since we already know they plan to)

We'll sing and play cards after dinner, as we've done before.

LEARNING DISABILITIES AS THEY AFFECT READING

- a. Some Characteristics of the Learning-Disabled Adult
- b. A Look at the Learning-Disabled Adult
- c. Areas of Confusion for Learning-Disabled Students
- d. What Faulty Vision Does to Reading
- e. Model of Directionality as a Barrier to Classroom Achievement

This information has been adapted from material written by Dale R. Jordan, Ph.D. of the Jordan-Adams Learning Center and has been reprinted with his permission.

Some Characteristics of the Learning-Disabled Adult

The learning-disabled adult is characterized by what might be called ambivalence in orienting himself. He is loose in organizing his time and tasks and in understanding sequential movement in thinking and doing. He may desperately want to latch onto a group, a process, a thought-sequence and even may attempt to do it, but when left without specific directions and guidance, he is unable to stabilize himself in his activities. He demonstrates this, likewise, in attempting to study without order and method. Often he is unable to follow study routines, make good use of his time, or be consistent in discussion.

Temporal and spatial concepts are difficult for him to grasp and implement, for example, if he has spatial problems he might get these confused: bd, pq, un, mw, was-saw, on-no, sz, 3, 4, 7. If he has temporal problems he may make mistakes like these:

girl	first	boy
gril	frist	buy

Putting tasks on paper, which is a spatial activity, finds him at a loss in handling the space and knowing where to put the material. He has difficulty judging space for arithmetic computations, sentences, and word lists. He overspaces when starting a new sheet and later crowds things into corners and lumps them at the end of lines.

When reading, the L.D. adult gets bogged-down in the mechanical part of the reading task. He reads word-by-word, skips words, and substitutes words; he has not reached the stage of automaticity. He is still functioning on the cognitive level.

An example of the cognitive and automatic levels would be a child learning to tie his shoes. After he is shown the process, his first few attempts are on the cognitive level of thought. He has to think about each movement before he makes it. With practice the task becomes automatic and he no longer has to watch and think about each movement he makes. He has established automaticity. This same type of automaticity needs to be established in reading and other subjects.

In order to establish this automaticity, there are three stages that are necessary when teaching the L.D. adult.

1. Initiation -- Get something going -- start teaching a skill that is needed such as basic sight words.
2. Elaboration -- Do the same task as many ways as possible. Vary the manner in which it is done.
3. Repetition -- Use as many different techniques as possible, trying to involve all the senses.

While the tutor is working with the learner, he should watch the learner's motor system (how the learner moves, and how he learns through movement and space); his visual system (how he receives, associates, understands, and remembers what he learns through his eyes); his auditory system (how he receives, understands, associates, and remembers information he obtained through his ears). This, along with the diagnostic tests, gives the tutor an idea of the learner's stronger modalities. The tutor then has started to unlock the combination to the learner's learning disabilities.

A Look at the Learning-Disabled Adult

Understanding the learning-disabled adult is a basic step toward meeting his needs. He will remain unhelped, unfulfilled, down-graded, and suffering from low self-esteem until someone gets to the subtle roots of his differences. If and when these problems are uncovered, this adult can be helped.

Understanding, structuring a program, and individualizing his instructions constitute three basic ingredients in a positive prescription which may develop his potential and assist him toward functioning normally as an adult in our society.

To understand the learning-disabled adult is to appreciate that his attitude and response to his environment (family, teachers, peers, job relationships, and other contacts) may be very negative and he may not be happy with his life. Research has shown that he dislikes himself, which is reflected in his poor self-image; he resents authority as he has known it, which arouses his hostility; he reacts adversely to his peers, developing aggressive or withdrawn behavior; he hates schools, and collapses under its pressures, demonstrating frustration and surrender.

Understanding the learning-disabled adult requires an unbiased, penetrating, and broad-based evaluation of this person. This goes beyond knowing whether he can attack words, understand what he reads, spell accurately, and function adequately in regard to language. The diagnosis should reveal his strengths as well as his weaknesses. It must provide the basis for a constructive developmental or remedial follow-up. Problem areas should be identified and dealt with in a special program devised for this person on a one-to-one basis.

Understanding the learning-disabled adult requires that another human being becomes concerned about him and is willing to try to provide the help he needs and to counsel him wisely. First, he should be told that his problem is not something he is to be blamed for; neither should blame fall on his parents, his teachers, his peers, or others. He should be assured in terms he can understand that learning systems vary from one person to another, that these systems, like computers, are built differently and operate differently. Many, many adults have learning systems which differ from "average" systems, and they do so in a lot of ways. He needs to be assured that he is not the only one in his class or town whose learning facilities differ somewhat in structure and operation. This adult must be stigma-free and have support and encouragement. Offering an analogy pointing out differences in the structure and operation of cars, tractors, sewing machines, and computers, with a careful explanation, may help the learning-disabled adult gain an insight as to why people learn and perform differently.

Making specific application to the adult himself, the tutor can convey to the learner how people learn differently depending on the varied modalities of the person. For example, the tutor may explain that some

people are more photographic-minded than others, and so may be better spellers and that the visual modality of some people might be stronger than that of another person who does not receive visual impressions so clearly. Also, the tutor may do better than others in phonics.

When the principle is grasped through ordinary illustrations within the experience of the dysfunctioning adult, the tutor may explain that training or learning depends upon knowing each person's own best system for becoming educated in areas such as reading, writing, spelling, language or technical skills.

It should be explained to the adult that sometimes it is difficult to decide how one's computer works and how to feed information into it. There may be, therefore, a period of time when learning does not show up in full force. It requires a trial and error process. With both tutor and learner working on it, hopefully the secret will unfold. Remind the adult that he must help you in discovering the best way his learning systems operate.

The tutor should urge the adult to be patient and never give up trying, and above all, never to down-grade himself. It's a challenge for both; each little success will mean a lot.

Areas of Confusion for Learning-Disabled Students

1. Following Instructions

- a. Reversal tendencies keep LD's from comprehending instructions in a step-by-step sequence.
- b. LD's do not recall information in an orderly sequence unless the instructor takes pains to mark each step with visual, oral, or tactile cues.
- c. LD's nearly always fail when they are expected to hold instructions in mind during interruptions, or when follow-through work is delayed after the instructions have been given.
- d. Some systems for presenting instructions in outline form must be taught if LD's are to achieve success in group study situations.

2. Reading Comprehension

- a. Comprehension of factual information, sequence of ideas, and visualizing story action is difficult for LD's in silent reading.
- b. Answering questions over material read independently is difficult because of the tendency to get sequential facts out of order.
- c. Studying for tests is made more meaningful when LD's are taught how to mark or underline pertinent information while reading.
- d. A system of note taking is essential for success at higher grade levels. LD's need to learn how to extract pertinent information, how to condense it on paper, how to study notes for tests, and how to preserve important information for future reference.

3. Arithmetic

- a. Addition and subtraction are often success areas of LD's because their natural tendency is to work right-to-left.
- b. Multiplication tables, divisions, and complex addition and subtraction are difficult because of the tendency to scramble sequence and to reverse directionality. Fractions and decimals are often impossible for these students to comprehend.
- c. Send for this book: THESE KIDS DON'T COUNT, by F. A. Sharp, Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901.

What Faulty Vision Does to Reading

Saccadic Control -- In order to perceive word units on the page, both eyes must focus on the same spot as the reader progresses along the line of print. The reader's eyes do not travel along steadily. Many separate fixations occur. As many as ten times per second the eyes "photograph" part of a word, then quickly move a fraction of an inch, refixate, "photograph," move, refixate, etc., in a rapid sequence of eye movements. This movement pattern is called saccadic. When the eye muscle systems work smoothly in balanced coordination, the reader develops sweeping, regular fixation habits that let him "photograph" without a break in the pattern.

The right eye is the lead eye during reading because of the left-to-right orientation of our language. During the act of reading, the right eye moves ahead to the new fixation point, then the left eye quickly moves to focus on the same spot. This movement pattern is like two rabbits hopping along a straight path. The lead rabbit (right eye) hops to a new spot and stops. Immediately the following rabbit (left eye) hops to the same spot. This hop-stop-hop pattern is called the saccadic/fixation pattern in reading.

Students with reading problems almost always exhibit poor saccadics. For whatever reason, their eye muscle systems do not work together in a well-coordinated team effort. The lead eye may move too far (overshoot) or not far enough (undershoot). The left eye does not habitually find the same fixation point. This constant breakdown of the saccadic pattern is the cause of most of the reading problems students encounter in the classroom.

Overshooting -- Poor eye muscle coordination allows the eyes to jerk or jump unevenly along the line. When this happens, the reader does not see all the letters, syllables, or even the whole words. Comprehension is greatly reduced by overshooting.

Undershooting -- Poor eye muscle coordination may keep the eyes from moving far enough ahead for accurate fixation. The reader seems to be stuttering. He repeats excessively, habitually jumping back to syllables or words he has just read. This produces quick frustration and poor application to reading assignments.

Convergence -- The focal point at which both eyes clearly perceive the same image is called the point of convergence. Faulty eye muscle developments or weak control produces underconvergence and overconvergence.

Underconvergence -- Eye muscles that quickly become fatigued while reading cannot keep both eyes focused on the necessary spot. As fatigue sets in, the eyes "spread apart," causing the image to go out of focus. This blurring is very frustrating to a student. He soon stops reading and begins doing other things. Often he rubs his eyes because they feel uncomfortable or burn.

Overconvergence -- Unbalanced muscle pull sometimes causes the eyes to turn too sharply inward during concentrated vision. This causes one eye to "overlap" the other. The image may then be inverted (turned over) or doubled. The reader often complains of a "ghost" behind what he is concentrating his vision upon.

The most common problem with classroom visual control is poor convergence. The eye muscles are not able to "pull" the eyes together and hold them there for sustained vision at near point. As the muscles become fatigued, the eyes slowly move apart. This creates a highly irritating blurred visual effect. Sometimes the print merely blurs. Often the reader experiences double image momentarily. Whenever this occurs, whether three minutes or ten minutes into the study task, the reader must stop reading to get away from this irritating experience. The more pressure the tutor applies by snapping fingers, frowning, or ordering the learner to "get busy," the more severe this visual problem becomes. Tension and anxiety produce a cycle which accentuates muscle irregularities. The result is panic or rebellion, depending upon the disposition and age of the learner.

Underconvergence

~~Mother called,~~ "Hurry, Sue. I have two surprises that you'll never be able to guess. But you'll have to come as fast as you can."

Overconvergence

~~Mother called,~~ "Hurry, Sue. I have two surprises that you'll never be able to guess. But you'll have to come as fast as you can!"

Overshooting

Passage being read:

If I were a lion
That sat beside the ink,
I could watch my father
Work and write and think.
His words come from the inkwell.

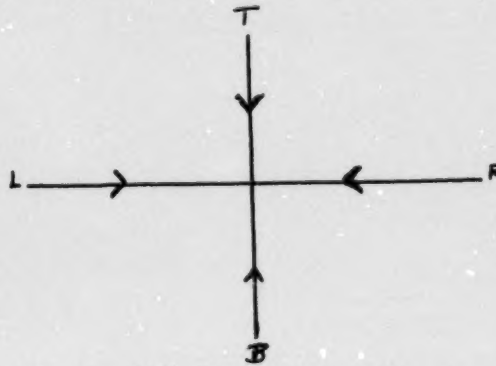
Student's Impression:

If I we a in
This hide the ink,
I old them feather
Work and it and thin. . . ? ? ? ?

At this point the child gives up in frustration because it doesn't make sense.

Directionality as a Barrier to Classroom Achievement

Classroom teaching and materials are based upon the assumption that students automatically process information in a certain sequence: left-to-right and top-to-bottom. The exception to this is arithmetic computation in which the process moves right-to-left, bottom-to-top (addition, subtraction, multiplication). 80% of American students have no trouble developing this orientation. 20% have serious problems with directionality. This minority is identified as "slow learner," "learning disabled," "dyslexic," minimal brain dysfunction.



Learning to read, write, and spell depend upon automatic processing according to the model above. Such symbols as d-b-p-q, m-w, n-u, 7-L, 6-9, 3-E, and f-t must be perceived left-to-right and top-to-bottom or they become reversed or rotated into other symbols. If a learner scans or perceives in mirror image (right-to-left), b becomes d, p becomes q, etc. If a learner perceives bottom-to-top (rotation), p becomes b, u becomes n, w becomes m, etc.

Mirror image (dyslexia) causes whole words to be perceived in reverse. The learner perceives saw as was, on as no, but as tub, etc. This tendency to process symbols in reversed or rotated sequence is the primary cause for failure in reading, spelling, and writing.

Handwriting poses a significant problem for directionally confused learners. Muscle movements are made in reverse. Pencil strokes are executed counter-clockwise, which is backward to normal cursive direction. This tendency (dysgraphia) creates great frustration in the classroom.

Spelling depends upon the learner's listening to sounds (perceiving) in a prescribed sequence. The directionally-confused student does not maintain left-to-right listening pattern. Phonemes (units of sound) are skipped, transposed, or scrambled as he listens. It is virtually impossible for him to reproduce sound patterns in correct left-to-right sequence. This difficulty is often called "auditory dyslexia."

Study skills are likewise based upon the assumption that students automatically process ideas and information in left-to-right, top-to-bottom sequence. This assumption is the heart of outlining, taking notes in class, writing reports, and comprehending information through silent reading. When the ability to sequence is faulty, the learner is seriously handicapped in private study or in gaining information through lectures and discussions.

SOME GUIDELINES FOR EFFECTIVE TUTORING

Plan ahead and be over-prepared for each tutoring session. Know your learner's strengths, weaknesses and interests. What is the extent of his present reading ability? What is his educational background? Does he have emotional or learning handicaps?

Tutoring should begin at a point appropriate to the learner's present level of achievement. Knowing a person's hobbies and interests can assist the tutor in selecting the proper materials. Why is the learner seeking help? Does he need the reading skill necessary to pass a G.E.D. test or a driving exam?

Be positive! Always praise your learner for his efforts and progress. Include some activity which he will be able to perform successfully, but when he does make an error, make a mental note of the problem, and use it in planning a future lesson. Numerous mistakes and corrections should indicate that a re-evaluation of materials and methods is necessary. A tutor must be flexible enough to make changes if the learner's frustration level is reached. At the conclusion of each session, decide whether the learner has sufficient understanding of previous instruction to advance, and whether other instructional materials or techniques might be more effective than those you have used.

Try to plan exercises and activities which will leave your learner with a positive feeling about learning. Many commercial games can be used to reinforce basic phonics, spelling and vocabulary. You may wish to develop your own reading games to fit the particular requirements of your learner. The person you tutor should leave each session convinced that he has made some progress, however small. This is especially important for the adult who has had unsuccessful learning experiences in school and who lacks self-confidence.

Document each tutoring session by keeping a folder for each learner you tutor. Date each entry and try to evaluate the session honestly. Did you achieve the objective for the day? Were the materials you selected suitable? What were the learner's reactions? Reading instruction should increase the learner's vocabulary with words he can pronounce and understand. There is nothing mysterious or magical about the process of acquiring language skills or reading ability. If there is any element of "magic" involved, it consists of the competency, dedication and enthusiasm of the tutor who is instrumental in generating successful learning experiences for the learner. Your personal attention and the proper setting for appropriate learning situations can set the stage for the learner to realize his potential to read.

You may find this sequential arrangement of reading skills useful when planning your tutoring sessions. If your learner is functionally illiterate, you will wish to plan his remediation by including lessons on all of most of the following:

READING SKILLS

Phonetic Analysis

1. Rhyming words
2. Alphabet
3. Consonant sounds
4. Short and long vowel sounds
5. Consonant combinations (blends and digraphs)
6. Two sounds of C and G
7. Vowel combinations (digraphs and diphthongs)
8. R-controlled vowels

Structural Analysis

1. Noun endings (s/es and y to i)
2. Verb endings
3. Contractions
4. Compound words
5. Prefixes
6. Suffixes
7. Root words
8. Syllables
9. Accent
10. Possessives

Vocabulary Development

1. Sight words
2. Context clues
3. Synonyms
4. Antonyms
5. Homonyms
6. Homographs

Comprehension Skills

1. Recall and locate details
2. Recognize the sequence of actions and events
3. Compare, contrast and classify information
4. Identify the main idea
5. Recognize cause and effect relationships
6. Anticipate outcomes and make inference
7. Summarize information
8. Distinguish fact from opinion, relevant from trivial
9. Recognize author's techniques and point of view
10. Distinguish between literal and figurative use of language

Reference-Study Skills

1. Follow directions
2. Alphabetical order
3. Book contents (table of contents, index, bibliography, etc.)
4. Dictionary
5. Encyclopedia
6. Library skills (card catalog, classification, indexes, etc.)
7. Visual materials (maps, globes, graphs, diagrams)
8. Outlines
9. Skimming and scanning techniques

Adapted from Literacy Programs
and Public Libraries, by Brenda Gray,
Project Director of R.E.A.D.,
South Bay Cooperative Library System,
Santa Clara, California, with the
permission of the author

PLANNING YOUR VITAL TUTORING PROGRAM

1. Gather relevant background information (especially regarding interest and attitudes).
2. Consider a variety of strategies for tutoring approach.
3. Evaluate these alternatives and select the most appropriate.
4. Use the chosen approach and start the tutoring session.
5. Evaluate the results to determine if more information is needed or if an alternative method should be used.

First encounter of tutor and learner:

1. Warm greeting.
2. Information sharing.
3. Encouragement, encouragement.
4. Work on what he/she tells you -- goals, experiences, volunteered information and words (keeping in mind the interest inventory).
5. Find the level for starting.
6. Share goals and work out plan together.
7. Warm good-bye, having set up next meeting.

Activities to Consider:

1. Read together experience stories or other materials you have found or made.
2. Use word games, puzzles and exercises to practice skills in learning new words, etc.
3. Encourage your learner to keep a diary or personal record.
4. Try using the tape recorder for improved listening and for reading practice.
5. Consider taking walks, going shopping together, reading signs and ads, taking pictures, etc.
6. Encourage your learner to practice, practice, practice.

LESSON PLAN FOR:

New Reader

Tutor

Date

GOAL AND MATERIALS

ACTIVITIES

EVALUATION (after
lesson comments,
thoughts, etc.)

Recommendations
for future
lessons

SAMPLE LESSON PLAN

-45-

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ENGLISH AS A SECOND LANGUAGE—READING PROGRAM

In dealing with learning a new language listening and speaking come before reading and writing.

In the VITAL program, we will sometimes be working with people whose original language is other than English, but who have learned to listen and speak in English. These learners may or may not be literate in their native language.

With one-to-one tutoring we will place emphasis on learning to read and write words that are familiar at home, at school, and in the neighborhood. We will concentrate on words that are familiar in daily conversation: food, clothing, names of family members, directions, and other words used in the interest areas of the learner. We will introduce sounds and elements of words from the beginning, when needed.

The introduction of new vocabulary and sentence structure should be sequential and controlled in order to establish a firm foundation.

To teach vocabulary it may be helpful to use objects or pictures with words and actions. Songs and oral reading may help develop the rhythm and pattern of the English language.

In order to learn to write and spell English words, and to establish firm language habits, practice exercises will be essential. To develop the habit of correct word order, drills should include repetition, substitution, replacement (as with pronouns for nouns), and conversion (changing from affirmative to negative and declarative to interrogative), as well as changes from singular to plural.

Reading Assistance for Learners for Whom English is a Second Language

Reading assistance for foreign learners who already speak English is in some ways not much different from teaching native speakers of English who have never learned to read. The same tutoring techniques and materials that work with native learners often work well with non-native learners. In both situations materials that relate to practical, everyday things are most suitable in teaching a new learner to read English.

There are, however, two main differences to consider. These are problems regarding cultural differences and possible native language interferences.

Cultural Differences

Customs and personal habits frequently vary considerably from country to country. Time may not be observed closely in keeping appointments, for one example.

The ESL learner may often come late to sessions, he or she may not bathe as regularly as we do, or if from a closed society, a woman learner may be very passive and unassertive. Although these differences may seem minor, they often can inhibit learning. By spelling out your expectations very clearly to your learner (i.e., to call if he or she can't come) many of these problems can be eliminated. Most foreign learners are eager to learn more about our culture, and will not be offended when these matters are brought up. The non-threatening tutor-learner relationship, along with use of everyday materials, provide a good format for an ESL student to learn more about the practical realities of living in the United States.

Native Language Interference

These problems result from the disparity that exists between the grammar structure of the learner's native language and the English grammar structure. In other words, the mistakes are logically tied to their native language. For example: 1) articles or pronouns may be left out; 2) adjectives may follow nouns; 3) letter- or word-reversals may occur if the learner is accustomed to reading right to left. The best way to counteract these problems is to anticipate them by learning about your learner's language. Often all that is needed is extra drill and emphasis on the identified trouble area.

Also, foreign learners tend to focus on the word level, rather than the sentence level, and thus their comprehension is poor. To help with this, be sure to give the ESL learner some basic knowledge of English grammar structure, so that he or she can better anticipate, and eventually guess, what would logically come next in a sentence.

In Bloomington, ESL learners often fall into one of the following situations:

1. Women (often from Korea or Thailand) married to U.S. servicemen. Many of these women have a good speaking knowledge of English, but cannot read or write English well. Often, they become interested in learning to read English because their children are in school, and they want to be able to help them. Many also need other basic reading and coping skills in the area of cooking, shopping, banking and other everyday activities.

2. Refugees from Romania, Viet Nam, and Poland. These people intend to make the U.S. their permanent home. They may have been here for years or only months. Their backgrounds vary from professional education in

their native land to not having much formal education at all. The crucial area for most is jobs. They need to know how to fill out applications, and how to handle interview techniques. General coping skills are also very necessary.

3. Families of I.U. students. These learners often plan to go back to their native countries, so the urgency to learn English may not be so great as with the refugees. Their needs may vary greatly from wanting just the barest reading skill to "get by" while they are here, to wanting to become fluent in English and learning as much about the U.S. culture as they can.

VITAL SELECTED BIBLIOGRAPHY

SOME RECOMMENDED PUBLISHERS

To select the actual books to use with your learners in an adult literacy program, many factors should be considered:

learner's reading level at the start
learner's interests
learner's everyday life experiences
any cultural, physiological, psychological influences that
might be relevant to what the learner could read
the quality and the format of materials available for
selection.

Listed below are some publishers who produce material suitable for adult new readers. Although other publishers may have material you can find useful, too, this list is offered as a starting place. These companies and their material can be recommended. Specific book titles and annotations will be found in the VITAL Bibliography; Revised Edition.

Cambridge Book Co.
Changing Times Educational Service (Real People at Work)
Fearon-Pitman (Pacemaker Classics)
Follett (Coping Skills Series)
Garrard (Discovery Books)
(Dolch Books)
Globe Book Co.
Learning Trends (a division of Globe Book Co.)
MacDonald-Raintree (MacDonald First Library)
McGraw-Hill (Lifeworks Series)
(Pre-GED Series)
New Readers Press
(New Streamlined English Series)
(Laubach Materials)
Readers Digest (Skill Builders)
Frank E. Richards Co.
Scott-Foresman (Adult Reading-Comprehension)
Steck-Vaughn (Family Development Series)
(Working With Math Series)

VITAL SELECTED BIBLIOGRAPHY FOR TUTORS

A brief collection of books and other learning materials for tutoring an adult learner in reading:

Adult Basic Education: Reading. Anabel P. Newman. Allyn & Bacon, 1980.

Adult Literacy in the United States. Carman St. John Hunter & David Harman. McGraw-Hill, 1979.

Adult Literacy Program Handbook. U.S. Dept. of Health, Education & Welfare.

Basic Education for Adults. Angelica W. Cass. Association Press, 1970.

Getting People to Read. Carl B. Smith & Leo C. Fay. Delacorte Books, 1973.

Guidelines To Teaching Remedial Reading. Lillie Pope. Book-Lab, Inc., 1975.

Handbook for the Volunteer Tutor. Ed. by Sidney Rauch. International Reading Association, 1969.

How to Teach Reading. Albert J. Harris & Edward R. Sipay. Longman, Inc., 1979.

How to Treat the Adult Illiterate. Frank C. Laubach. New Readers' Press.

I Wish I Could Write. Joan Barasouska. New Readers' Press. 1978

Learning Disabilities. James J. McCarthy & Joan F. McCarthy. Allyn & Bacon, 1969.

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Tutor's Sampler. Lillie Pope. Book-Lab, 1973.

Using Language Experience with Adults: A Guide for Teachers. Katherine Kennedy. New Readers Press, 1976.

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SPECIAL ESL TRAINING PROGRAM:

Intercultural Communication Training Module. Literacy Volunteers of America, 1980. A multi-media slide, cassette, tape presentation with script, practice session ideas, and handouts.

APPENDIX

- a. Informal Reading Inventory
- b. GED Fact Sheet
- c. Confidential Report
- d. Learner Profile Report
- e. Workshop Agenda
- f. VITAL Tutor Job Description

a. INFORMAL READING INVENTORY

Level I

- I.A. I have a boy and a girl. The girl is little. She is like her mother. The boy is big. He is like his father. The girl likes to talk. Her mother likes to talk, too. They talk a lot! I like to talk, too.
- I.B. The man has a dog. The woman has a cat. The cat is white. The dog is black. The cat runs and jumps. The dog runs, too. They like to play. They are fun to see. The man and woman like their cat and dog.

Level II

- II.A. Saturday is the nicest day of the week. Every Saturday we go for a ride. Often we see beautiful things in the country. Once we found the funniest animal. We thought it was a cat. We called to it. It raised its tail higher and higher. Soon we knew it wasn't a cat. We found out from the smell!
- II.B. On Monday nights I go to school. My wife goes to school with me. We are learning to read and write better. We also learn about our country. We read about America. We find out about the American way of life. That's one reason we go to school. We think it is a good reason. Don't you agree with us?

Level III

- III.A. Two men came to the house yesterday. They knocked on the door. Suddenly they turned and ran toward their car. In a moment they returned to our house. Again they knocked, this time much harder. I was afraid, so I called the police. The police promised to come right away, but when they arrived, the men had gone. I sure had trouble explaining to the police.
- III.B. Yesterday we went for a ride in our automobile. We left the house about eight o'clock. Soon we were far out in the country. At noon time we stopped near a tiny lake. In a tree by the lake was a nest of white birds. They made a lot of noise when they saw us. Then one flew at us. My wife ran to the car. She wanted to go home. Guess what we did?

Level IV

- IV.A. Do you like to talk to people? Do you have a good sense of humor and enjoy explaining things to people? If so, then you have much in common with good salesmen. Are you an understanding and responsible person who is willing to work long hours? Are you somewhat independent and willing to take a chance on things? If so, you have some other things in common with good salesmen. People who are like this should look further into the many kinds of sales jobs.
- IV.B. Today, most of the bread, cake, and pie that we eat comes from bakeries. Many men work in bakeries. The men who do this work are highly trained. Many of these men have learned to bake just one kind of bread or cake; others have learned to use just one kind of machine. The men who do this work are specialists. Because they can make so much bread and cake at one time, they can sell it at a low price. This makes it possible for your local store to carry a large number of baked goods.

Level V

- V.A. The Post Office Department of the United States is a big one. It employs more than half a million people. These include janitors, truck drivers, mail clerks, secretaries and postmen. Most Post Office Department workers get their jobs by taking civil service tests, but some get the jobs by other means. Those getting the highest marks on the tests are put on a waiting list. They usually get the jobs that happen to be open. Most of the openings are for postmen. About 40,000 of them are needed each year.
- V.B. The boss hires and the boss fires. If he makes too many mistakes in hiring, he will not be the boss for long. If he hires the wrong people for a business, he will end up without a business. If he hires the wrong people for a business he is running for someone else, he will be fired! You should know something about his job. It may even help you become a boss yourself some day.

Level VI

- VI.A. Men who belong to the United States Coast Guard are peacetime sailors. Their enemies are storms, foul weather and high winds.

Shore patrol stations are sprinkled along our coasts. The job of the men in each of these stations is to save life and property from storms along the coast. They must also keep smugglers from running their goods ashore; they must keep steamship lanes patrolled for icebergs, and in time of war serve as part of the regular navy. During a given five years, the men of the United States Coast Guard

have saved an average of over five thousand lives each year, and millions of dollars of property.

- VI.B. As soon as a storm is under way, the Coast Guards stand by, at their radio, for the first SOS emergency signal. The minute they hear from a boat in distress, they either try to help it from the shore or put out to sea in one of their non-sinkable power boats. Often they are called out on a cold night to go through a pounding sea. The spray may freeze on their slickers as it blows over the gunwale, but the Coast Guards will not turn back.

When they reach the wreck, the patrol captain must make up his mind what to do. Perhaps the wreck can be towed back to shore. If that is impossible, the Coast Guards may be able to come alongside and take off her passengers and crew. Time and time again, the waves are so high that it is impossible to get close enough to the wreck to take anyone off. Then the men will throw a hawser to the distressed boat and rig up a breeches buoy, by which they may pull the shipwrecked people to safety.

*Edwin H. Smith, An Informal Reading Inventory for Adults, (Coral Gables, Florida: University of Miami Reading Clinic, 1965).

GED FACT SHEET
GENERAL EDUCATIONAL DEVELOPMENT TEST

WHAT IS THE GED TEST?

The GED Test is a battery of five separate tests that covers the following general areas:

- TEST ONE WRITING SKILLS (Time Limit - 1 1/4 hours) 80 questions.
This is a test of English as it usually is written. The test consists of spelling, capitalization and punctuation, usage, sentence structure, and logic and organization.
- TEST TWO SOCIAL STUDIES (Time Limit - 1 1/2 hours) 60 questions.
This test measures background of general knowledge in the social studies and tests ability to understand the important meanings in what you see and read. Some of the questions are based on maps, charts, graphs, cartoons and short reading passages all related to the social studies.
- TEST THREE SCIENCE (Time Limit - 1 1/2 hours) 60 questions.
This test measures your background of general knowledge in the natural sciences and your ability to find important meanings in what you read. Scratch paper will be provided for this test.
- TEST FOUR READING SKILLS (Time Limit - 1 hour) 40 questions.
This test contains questions based on reading selections that may be from a newspaper, a magazine, a cookbook, etc.
- TEST FIVE MATHEMATICS (Time Limit - 1 1/2 hours) 50 questions.
This test contains problems in general arithmetic, fractions, and some geometry and algebra. Scratch paper will be provided for this test.

All questions are multiple choice and are answered on IBM scoresheets. No essays or writing samples are included.

AM I ELIGIBLE TO TAKE THE GED TEST?

If you meet all of the following qualifications, you may take the test:

- A. You are 18 years of age or older.*
- B. You have been out of high school as a regular, fulltime student for at least one full year.
- C. You have resided in Indiana a minimum of 30 days immediately preceding testing.
- D. You have NOT earned a high school diploma from an accredited U.S. high school.
- E. You have not passed the GED at any time or place previously.

*If you are 18 or 19 years of age, you must bring written notice from the principal or a counselor of the high school you last attended, stating your last date of attendance as a student.

HOW DO I APPLY TO TAKE THE GED TEST?

Appointments to take the test may be made by calling 335-7264. The test is given, by appointment only, MONDAY, TUESDAY, THURSDAY AND FRIDAY from 8 to 12 a.m. and 1 to 5 p.m.

WHERE IS THE TEST GIVEN?

The test is given in the office of the Bureau of Evaluative Studies and Testing, Wright (Education) Building, Indiana University, 3rd Street and Jordan Avenue, Bloomington, Indiana.

HOW LONG DO I HAVE TO COMPLETE THE GED TEST?

It is possible to complete the tests in one day. However, you may take as long as five weeks to finish the five sub-tests.

HOW MUCH DO THE TESTS COST?

The tests cost \$14.00, payable at the time you take the first sub-test.

WHAT SHOULD I BRING TO THE TESTING ROOM?

Bring a pencil, identification, and \$14.00 in cash or check. No aids (dictionaries, calculators, or others) will be allowed.

HOW MAY I PREPARE FOR THE TEST?

You may wish to enroll in the MCCSC Adult Basic Education Program. Classes are free and are for anyone who has not earned a high school diploma. For information call 336-6831. Tutoring may be available through the Monroe County Library; for information call 339-2271.

You may wish to study on your own. There are many self-study books on the GED test. These books are available at most bookstores. They are usually titled something like, How to Prepare for the High School Equivalency Exam. GED self-study books usually are available from public libraries also. The Bureau of Evaluative Studies and Testing has a limited number of these books available to examine or to borrow.

WHAT IF I FAIL THE GED TEST?

You may retake the necessary sub-test/s after 30 or 90 days, depending on your total score. A \$3.00 fee will be charged for each sub-test that is retaken.

DO I GET A REGULAR DIPLOMA IF I PASS THE GED TEST?

No. Regular high school diplomas are not issued to people on the basis of passing the GED test. You will be able to get an equivalency certificate called the High School Equivalency Certificate from the last Indiana high school you attended or from the high school in the district where you now live.

CONFIDENTIAL REPORT

LEARNER'S NAME:

DATE STARTING:

ADDRESS:

AGE:

PHONE:

REFERRED BY WHOM?

JOB HISTORY:

EDUCATION HISTORY:

LAST GRADE ATTENDED:
WHAT SCHOOL:

GOALS:

INTERESTS:

SPECIAL FEATURES:

CHECK READING LEVEL:

BEGINNING

NOT BAD

PRETTY GOOD

PROBLEMS IN SCHOOL OR AT WORK:

KINDS OF MATERIALS NEEDED FOR USE IN TUTORING:

REGULAR MEETING SCHEDULE:

FREQUENCY

DAY

TIME

PLACE

PLAN:

PLEASE COMPLETE AND RETURN THIS FORM AFTER THE THIRD MEETING WITH
YOUR LEARNER.

LEARNER PROFILE REPORT

In order to express how the VITAL tutoring program is helping people, we need to have a view of the learner as s/he appeared at the beginning of the tutoring process, as s/he progresses, and at the time when s/he has reached his or her goal and completes the program. We will compare your recorded observations periodically throughout the period of tutoring for helpful signs of progress and to identify areas that need special attention.

This information is kept confidential and no learner will be identified by name in discussions of the program.

Please describe your learner, relating your observations to the four categories suggested below. Examples are given for clarification, but please use your own words and try to give full but concise information. If possible, try to complete the learner profile on one page each time, using the reverse side when necessary.

Be sure to date each Learner Profile Report.

The areas to include in your descriptive report are:

1. Cultural: (Examples: What is his/her background? What kinds of influences have affected his/her life? What kind of social experiences have been important to him/her?)
2. Educational: (Examples: What strengths and weaknesses do you observe in regard to the learner's ability in reading and writing? How far did s/he get in school, under what conditions, and what was the cause of dropping out?)
3. Physiological: (Examples: Does this learner appear to have any physical handicaps? Does s/he appear to be in good health? Was illness a factor in causing him or her to fall behind in school?)
4. Psychological: (Examples: What is his/her motivation for wanting to learn to read? What attitudes, concerns, feelings do you see in this learner?)

Try to include specific examples in each category as it applies to your learner. It will be helpful if you make note of the methods and resources you find useful as you work with your learner.

Updated learner profile reports should be submitted each quarter to show progress and to identify needs.

LEARNER PROFILE

DATE: _____

Please record your observations and evaluation in each of the areas.

1. Cultural
2. Educational
3. Physiological
4. Psychological

(BE SURE TO DATE THE ENTRIES SO WE CAN RECOGNIZE CHANGES RELATED TO TUTORING)

LEARNER'S NAME _____

TUTOR'S NAME _____

VITAL
Tutor Training Workshop
Monroe County Public Library - Staff Room

AGENDA

Session I

1:30-5:00 p.m.

1:30 Registration
1:45 Greetings and Participants' Information Exchange
2:20 Film V: "Talking It Over"
2:50 Reaction and Discussion
3:00 Comments from Current Tutors
3:15 Struggle with Symbols: How it would feel to be a non-reader
3:35 Break-Refreshments
3:45 Overview of the VITAL Tutor Program
3:50 Film I: "Language Experience Approach"
4:20 Reaction and Comments
4:45 Assignments; Announcements

Session II

1:30-5:00 p.m.

1:30 Introduction
1:35 Demonstration & Practical Application of Language Experience Approach
2:30 Display Experience Stories
2:35 Film II: "Patterns of Language"
2:55 Reaction and Discussion
3:00 Comments from Current Tutors
3:20 Break-Refreshments
3:40 Film III: "Word Analysis Skills"
4:15 Reaction and Comments
4:20 Using Tutoring Techniques (slide presentation)
4:45 Assignments; Announcements

Session III

1:30-5:15 p.m.

1:30 Introduction
1:35 Hands-on Study of Materials on Display
2:00 Comment on Materials
2:30 Practice Tutoring Sessions
 (a) First encounter with learner
 (b) Case History--tutoring experience
3:30 Break-Refreshments
3:50 Introduction to ESL-Reading Tutoring Experience
4:00 Comments from Current Tutors
4:10 Announcements; arrange for future In-Service Programs
4:15 Library Resources Tour and General Information
4:45 Film IV: "Comprehension"
5:05 Reactions and Comments
5:10 Announcements

VOLUNTEERS IN TUTORING ADULT LEARNERS

JOB DESCRIPTION: TUTOR

Through one-to-one tutoring, furnish reading assistance and encouragement to out-of-school young people and adults with reading difficulties.

QUALIFICATIONS:

Interested adult who is available to work with adult non-readers and can offer them a supportive learning experience. A positive attitude and strong interest are the most important qualifications.

REQUIREMENTS AND RESPONSIBILITIES:

1. Attend training and in-service sessions.
2. Plan meetings and prepare relevant materials as per training in life-coping skills.
3. Maintain regular weekly meetings.
4. Maintain positive tutor/learner relationship.
5. Maintain records to show evidence of progress on part of learner towards accomplishing goals.
6. Exchange information with coordinator and other tutors at training sessions.

TIME REQUIREMENT:

Tutor is expected to be available for initial training sessions and regular follow-up sessions, as well as to schedule time for planning and tutoring.